

The Council agreed upon “Group Norms” to

* Stay focused on issues that will **improve student learning.**
* Remain **positive, professional, and respectful** of each other.
* **Listen** to, **respect**, and strive to understand all points of view.
* Respect the time of the council by starting and ending the meeting on time.
* **Work together to build consensus**.

**Ventura College**

**Department Chairs and Coordinators’ Council**

**1/22/2019**

**MCW – 312 | 3:00 – 4:30 PM**

1. Welcome & Announcements on Back of Agenda (pp. 2-4)
2. Approval of Meeting Notes (3:00-3:05 pm)
3. General Council Announcements (3:05 -3:15 pm)
4. VP Presidents Reports (3:15 -3:25 pm)
	1. VPSS
	2. VPAA
5. SLO Updates (Asher Sund & Nathan Cole 3:25- 3:40 pm)
6. Professional Development Semester Action Plan (Tania DeClerck 3:40 – 3:55 pm)
7. Schedule, PAL, Longevity and ARFs timeliness receipt for DAC HR (Kammy Algiers 3:55 – 4:15 pm)
8. Discussion without Administration time permitting
9. Adjournment

**Next Meeting Date:** 2/26/2019

**Our Mission**

At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

**Our Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

**Our Guiding Principles**

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

* Embrace the strength of diversity
* Listen with intensity and compassion
* Communicate with integrity and patience
* Design student-centered solutions
* Spark self-confidence and a sense of discovery
* Pursue our vision and goals with passion

**Council Charge**

The Department Chair and Coordinator Council provides a forum for the discussion of academic, operational and institutional issues. This is a faculty-driven body that makes recommendations to the Administrative Council.

**Announcements**

* **Enjoy your 3 day weekend for the Martin Luther King** Holiday- **Jan. 21**- Link to “[I have a Dream speech](https://www.youtube.com/watch?v=vP4iY1TtS3s)”
* Please join me for the **Guided Pathways** Retreat in the Wright Center – **Feb. 8th from 8:30-3 pm**

 

* **California Communication College Chancellor’s Office Changes**
	+ Laura Hope, Executive Vice Chancellor, Educational Services and Support leaving for a Chief Instructional Officer position at Chaffey College.
	+ Van Ton Quinlivan, Executive Vice Chancellor, Workforce and Digital Futures leaving for a teaching position at Stanford according to Vice Chancellor for Academic Affairs Alice Perez.
	+ Jackie Escajeda, Dean, Curriculum and Instruction leaving for a position at Mission College.
* **Legislative Updates:**

[Link to December 14, 2018 CCC State Legislative Update](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/4.6-1-State-Update.pdf)

[Link to CCCCO Legislative Tracking Matrix](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/4.6-2-Legislative-Matrix-12.16.18.pdf)

A few bills are set to sunshine soon. The Government Relations Division is seeking statutory changes in an Education Omnibus bill for:

* + Continuing to allow for the **Clinical Nursing Faculty Load Cap** (Ed Code Section 87482) to allow part time faculty in this discipline to work as a full-time temp for up to four consecutive semesters. The Bill where nursing was allowed to work over .67 for over 4 terms sunset but she thinks this was an error. (Expired in 2015)
	+ Continuing **Nursing Multi-criteria Screening Tool** (Ed Code Section 78261.5) to allow nursing programs to continue to use multiple factor for admission. It is set to expire in 2020.
	+ Continuing Priority Enrollment for **Homeless Students under the age of 25** (Ed Codes Section 66025.9(a)) Homeless priority enrollment is about to sunset in January 2020.
* **Board of Governor’s** [**First Readings for changes to Title 5 related to AB705**](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/3.1-1-AB-705-Regs-Section-55002-Text.pdf)**: (additions/changes are underlined)**

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| --- | --- |
| Title 5 Section | Changes that I feel are most applicable. Click on hyperlinks for additional details and context. |
| [55002](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/3.1-1-AB-705-Regs-Section-55002-Text.pdfhttps%3A/extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/3.1-1-AB-705-Regs-Section-55002-Text.pdf) | (5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article. |
| [55003](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/3.1-2-AB-705-Regs-Section-55003-Text.pdf) | (3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established, and if the corequisite course is intended as additional support for students enrolling in transfer-level English or mathematics (or quantitative reasoning) courses, then it must be determined that the corequisite course increases the likelihood that the student will pass the transfer-level course; |
| [55522](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/January/3.1-5-AB-705-Regs-Section-55522-Text.pdf) | English and Mathematics Placement and Assessment. (a) Scope and intent. (1) For students with a goal of transfer to a four-year institution, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year; (2) For students with a goal of earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) within one-year; (3) Minimize disproportionate impacts on students caused by traditional placement practices.(c) Placement Methods (1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below: (A) Any Chancellor’s Office placement method published by the Chancellor’s Office to implement Education Code section 78213. (B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data. (i) A district placement method using localized research may utilize multiple measures to increase a student’s placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures. (ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two  (c) Placement Methods (1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below: (A) Any Chancellor’s Office placement method published by the Chancellor’s Office to implement Education Code section 78213. (B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data. (i) A district placement method using localized research may utilize multiple measures to increase a student’s placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures. (ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two unless: (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer-level coursework will improve the student’s likelihood of completing transfer-level courses in one-year. (3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method’s efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor’s Office under any of the following circumstances: (A) the district’s failure to report within two years of adoption; (B) the district’s failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor’s Office. (4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3). (5) Any placement for the fall semester or quarter of 2019 must comply with this section and California Education Code section 78213.(i) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213: (1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes; (2) Include information about the student’s course placement options in the college catalog, in orientation and advisement materials, on the college’s website, and in any written communication by counseling services; (3) Annually report all of the following to the Chancellor’s Office in a manner and form described by the Chancellor’s Office: (A) The college’s placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity; and (B) For students placed in stand-alone English or mathematics pretransfer-level coursework, colleges shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213. (4) Publicly post the college’s placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity. (j) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure. |

* **ASCCC Report to CIOs from Ginni May**-

[Link to Academic Senate for California Community Colleges](https://www.asccc.org/)

* + The ASCCC has hired an Executive Director – Krystinne Mica. She served as the Chief Operations Officer until January 1 of this year.
	+ Upcoming Events:
		- SLO Symposium, January 25 at Santa Ana College
		- Faculty Diversification Regional Meetings:
			* Feb 21, Bakersfield College
			* Feb 25, Yuba College
			* Feb 28, Norco College
		- Part-Time Faculty Institute, Feb 21-23, Newport Beach Marriott
		- Curriculum Regional Meeting, March 15/16
		- ASCCC Spring Plenary Session – **50th Anniversa**ry!!!, April 11-13, Westin SFO
* **Schedule Production**:
	+ **Summer Schedule FINAL** to Data Specialist on or before **Jan. 15-31**.
	+ **Summer Schedule published Feb. 2**
	+ **Initial Fall Schedule** due to Data Techs on or before **Feb. 4**
	+ **Fall Schedule FINAL** to Data Specialist on or before **February 27**.
	+ **Fall Schedule published March 5**
* **Registration Calendar**:
	+ **Special Populations to begin registering in April**
* **Enrollments:**
	+ Overall, student enrollment is down around 3% at VC. MC is down around 1% and OC is up around 1% this spring semester. Additionally, VC student head count it down about 2%. This news is very concerning! The situation makes me think students who left following the Thomas Fire have not returned and some have transferred to OC. OC has recently ramped up their Promise Program and started providing financial aid loans. These changes have most likely encouraged their students to stay local to attend college. Below is a graph from Tableau which compares 2018 and 2019 spring enrollment patterns.
	+ To counteract some of the low enrollment figures, the deans are working to add a few late start classes with high probability of filling, such as an English class. If you have suggestions, please inform your dean ASAP.
	+ Also, we are adding additional classes to our 4 week summer schedule. Again, contact your dean with suggestions.

